# SAFETY

*Two Sections · Section One*

# EDITOR'S NOTEBOOK . . .

"Man is really ethical only when he obeys the constraint . . . to help all life which he is able to succor, and . . . avoids injuring anything living."

It was said by Albert Schweitzer. But it was quoted to us by Paul Curtis . . . whose article on elementary playground safety education begins on page 13 of this issue. Mr. Curtis, who was writing to extend permission for our use of his material, added: "It is Schweitzer's reverence-for-life philosophy which impresses on me how vitally safety education is needed today, as one of the most effective areas for teaching right from wrong."

All of this reminds us of something we have long intended to do: publicly thank Mr. Curtis and other school people like him . . . the authors who take the time to prepare the helpful, specific material on safety education you read in this magazine month after month.

While you may not have been aware of it, all of the authors whose names appear on our pages write not for financial gain but rather for the "good of the cause." These men and women work daily to save lives . . . to educate the young people in their charge for safe and happy living. After hours they prepare material for this publication, extending their local experience to a wider audience . . . "obeying the compulsion to help all life they are able to assist."

This month safety education authors come from all parts of the nation, present information on safety education at every school level. Are your teens courting death? Discover how Los Angeles schools educate teensters for responsibility rather than personal disaster. Is your elementary school safety program far from complete? Read "Start With Your Patrols" to learn how a Colorado school teacher began to make her dreams of a school-wide safety program come true. Are you concerned about lack of safety on your college campus? Discover in "The Big C of Safety Education" how students can be encouraged to participate in on-going safety activities of the campus community.

Also in this issue you'll find: a discussion of how vocational educators can contribute to industrial safety, some sensible suggestions for sending the safety message home through the child, and the positive opinions of eight different authorities on why school children should be taught to cross the highway in front of the school bus.

Out of all this we believe you should find at least one new and helpful idea for your own school safety program. If not, you are yourself undoubtedly in position to add something of value to the total picture of school safety education. In either case . . . and whenever you can . . . write us of your local experiences. We appreciate the efforts of past and present authors for SAFETY EDUCATION; we are constantly looking for more good ideas to tell your world about.

Alice M. Robison


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Alice M. Robison, *Editor*

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# Are *Your* Teens Courting Death?

*John F. McGinnis, Assistant Director, Educational Housing, and Cecil G. Zaun, Supervisor of Safety, here inspect the traffic movement pattern for a new school plant in Los Angeles.*

**You can direct them toward safe living with a complete, well-integrated . . . and *active* . . . program for safety which permeates their high school days. Here is how this is done today in Los Angeles, as described by:**

**Cecil G. Zaun**
*Supervisor of Safety*
*and*
**Robert S. Lewis**
*Coordinator of Driver Education*
*Los Angeles City Board of Education*

IF IT is true that the teen-age is the accident age, then the parent-teacher is concerned with those aspects of the environment which either contribute to or endanger the safety of teen-agers. Likewise the parent-teacher must be concerned with the attitudes, habits, skills, and knowledge needed to attain normal accident-free maturity—accident free teen-age, and accident-free adulthood.

At this point it is well to observe that the teacher or educator stands "in loco parentis" to the teen-ager. That is, he stands in place of the parent. During the school day he is the parent and in truth the "parent-teacher" in the more exact sense of the term.

In order to function as a parent, he, the teacher, must know what it is that parents should provide for the teen-ager. Among the necessities more frequently mentioned are shelter, food, love, security, and proper environment. Of the latter and its relation to safety, Norman Key, Secretary of the National Commission On Safety Education has said: "It begins with planning of a safe environment for the unborn youngster . . . perhaps it never ends."

Our schools, in the role as "parent-teacher," then must plan for a safe "teen-age" environment. Environment for the teen-ager includes his activities as a junior grade citizen in the community. Therefore, it is the reasonable province of the school safety program to encompass such activities.

*The serious faces of these Los Angeles teen-agers picture their active interest in their own safety and that of the entire community. Teen-age Traffic Safety Conferences have been outstanding among the action programs of L.A. high schools.*

Essential to providing an adequate safety program is centralization of responsibility for the program. In Los Angeles the Safety Section has been assigned this responsibility. This group makes studies of locality, grade, type and causes of accidents. As school hazards are reported they are investigated and action is taken. This action may take any of many forms: installation of crosswalks, signs, signals or other safety measures.

But Safety Section activities are not restricted to curative measures. The locations of school sites and planning for remodeling or new buildings are matters of concern to this section. Plans and blueprints are reviewed with the architects and the Educational Housing Branch, as a study is made of safety factors in traffic and pedestrian movements in addition to physical aspects of the plant.

The Safety Section is not isolated from the community in its efforts to assure teen-age safety. The personnel of the section serve on committees or seek guidance and information from many sources. Among these are the Congress of Parent-Teachers, Greater Los Angeles Chapter of the National Safety Council, insurance industry, Insurance Claim Managers Forum, Los Angeles Chapter of the Red Cross, California Motor Vehicle Department, California Highway Patrol, Los Angeles Fire, Police Departments, traffic engineers, Public Works, and other civic organizations. These working relationships result in community interest in the activities of the Safety Section. In many instances, demand for effective techniques to assure the safety of our teen-agers also develops.

Safety, then, is no accident. The Safety Section has definite responsibility. It makes accident studies, conducts accident investigations, reviews plans, and participates with the community in planning for the safety of teen-agers.

But recognition of hazards as well as techniques of safety is not enough for our teen-agers. We must provide opportunity for action programs and instruction. This may be done in a number of ways. Most schools have student safety committees which are represented on the student councils of the schools. These committees have responsibilities which vary from school to school. Some of their activities would include inspection of grounds and buildings for hazards, conducting drives or programs encouraging safe practices, and reporting unsafe conditions which may be observed. Many schools have clubs which carry on varied activities in the interest of teen-age safety. Not uncommon in student body organizations is the fire committee . . . which helps with fire drills and inspection of fire equipment and accepts special duties on the Red Alert.

Some schools have formed committees which stand by to report and act as liaison in case of a Red Alert. The student committee at Franklin High School receives by broadcast the Red Alert information, takes it down in shorthand and transmits the information to the

school as directed. Some schools sponsor a traffic patrol which reports unsafe driving about the campus. This committee reports to a student court which acts under the sponsorship of the vice principal.

The Teen-Age Traffic Safety Conference has been outstanding among the action programs of the schools. In 1952 former Governor Earl Warren of California called together some 100 student delegates to the State Capitol to participate for the first time in the Governor's Teen-age Traffic Safety Conference. These delegates were members of the California Association of Student Councils and represented some five regions and 22 sections throughout the state.

Following participation in the Governor's Safety Conference, the California Association of Student Councils sponsored a Greater Los Angeles Teen-Age Traffic Safety Conference in cooperation with the Greater Los Angeles Chapter of the National Safety Council. Some 80 delegates to this one day meeting joined in general assembly and then convened for group discussions covering various areas of traffic safety. Recommendations were made by the teen-agers as they reassembled in general session. Those recommendations which were finally accepted by the general session were taken back by each representative to his school student council for implementation into an action program of teen-age safety within the school.

As an example of the type of recommendations which come out of such meetings, the Greater Los Angeles Teen-age Traffic Safety Conference in 1953 made recommendations in five areas. These included cooperation with community, state, and national safety organizations; activities which would dramatize and help solve the traffic safety problems; activities of the student council which would augment the driver instruction program in the city schools; techniques for arousing interest of bicycle riders and pedestrians in safety; and methods for improving the relations between teen-age drivers and drivers of other age groups.

But these are special activities. In addition, and throughout the year, the safety education program of the Los Angeles City Schools influences some 11 subject fields in which teen-agers study from grades seven through 12. In each of these fields the teacher presents a unit or some instruction in the subject of safety as applied to that field.

As an example of this type of instruction, take physical education. In this subject field, instruction is given in the inspection of athletic fields and apparatus for safety, in the storage of equipment and supplies, in techniques of performance, and in spectator safety. Another example is the area of shop safety, where check is made of wearing apparel, safe work habits are taught in the use of tools and power machines, care of unattended machines is discussed, there is inspection of machines for safety factors and guards, as well as instruction in safe storage of parts and supplies, and safety areas are marked out about machinery to protect the operator.

Safety instruction for survival is carried on by the school defense activities. These include first aid, home nursing, protective drills such as fire drills, surprise attack-earthquake drills, and Red Alert drills. In this area the schools have housing and shelter plans as well as communications plans in operation.

As a requirement for graduation, each year over 22,000 10th grade teen-agers in the City of Los Angeles receive instruction in driver education. Throughout the state this figure exceeds 100,000. This subject covers pedestrian and driver safety. In this course students learn the physical limitations of drivers, the natural laws governing driving, the man-made laws governing the driver and pedestrian, care and economical use of the automobile. Instruction is augmented by the showing of pertinent safety films dealing with traffic safety. Representatives of police departments and insurance companies often speak to these classes. The classroom course is recognized by authorities as one of the key assaults on increasing accident and fatality records.

This year the Los Angeles City Schools will give behind-the-wheel instruction on the road in dual control automobiles to some 6,000 teen-age youths who are willing to give their time for such training and who request it with approval of parents. This course is not required for graduation. The six class hours of instruction are conducted in the automobile, generally with three students per teacher each class hour.

In this situation the student receives 12 class hours of observation and six class hours of actual driving instruction in the dual control automobile. The cost of this instruction to the local school district is comparable to that of an academic subject. This minimum cost is made possible through monies derived from a penalty assessment on driving violations of $1.00 for

*Note: This article first appeared in the* California Parent-Teacher, *January, 1955, and is reprinted here with permission of that publication.*

each $20.00 fine by the court, or fraction thereof. These monies, which are deposited in the State General Fund, are distributed annually to the local school districts on an equitable plan based on the number of students trained each year.

The current demand for such training is now far exceeding the availability of dual control cars. To alleviate this excess demand, two methods for increasing the number of students trained in dual control cars with available facilities are being tried.

The first of these is the use of the dynamometer. This device at North Hollywood High School permits teaching safety checks, starting, shifting, signaling, and stopping without actually moving the car. In this type of instruction four students are trained at a time for a period approximating one week as a part of their driver education program. This permits training additional students behind-the-wheel and assures the community and student a safer training period when on-the-road training begins.

Another method being tried to increase the teaching potential in available dual control cars is the Aetna Drivotrainer. This training device, in use at Hollywood High School, is designed to bring "behind-the-wheel" training into the classroom. The theory behind the Drivotrainer is the same as that successfully used in the Link Trainer for pilots and the Dehmel Flight Simulator which leading airlines are using. The Drivotrainer permits the simulation of reality in part, not all, of the instruction to be given. Aetna Casualty and Surety Company has furnished eight of these devices for experimental purposes.

The Drivotrainer instruction is carried on in "classroom" cars equipped with standard automobile controls. The students operate these controls to meet traffic situations depicted on a motion picture screen at the front of the classroom. The way each student "drives" under the situation depicted on the screen is automatically recorded at a control unit located to the rear of the classroom where the teacher checks the printed record of each student. The training received on these "Aetna cars" is augmented by behind-the-wheel instruction on the road.

Los Angeles community and other communities have recognized the imperative need of teaching teen-agers the attitudes, habits, skills and techniques for living, not in the negative sense of avoidance but through *positive action training* to meet the hazards of modern living.

***Above: top to bottom: Los Angeles high school students participate in a fire drill . . . and man the hose as well. In a driver education classroom they take skill tests to discover their fitness as drivers. School shop workers watch their instructor to learn how to do it safely.***
*(All pictures, these pages, by Eldred Marlatt, Safety Consultant, Los Angeles City Schools.)*

The hazards of home life, of automobiles, of airplanes, of industrial power machinery, of electronics, and of scientific research which are a part of the democratic way of life are daily realities in modern living. Through its Safety Section the secondary schools of Los Angeles have encouraged a safety program of instruction and action . . . a program which recognizes that safety can not be optional because self preservation is not optional!

# Start

**If your goal is school-wide instruction in child safety, start with what you have,**

**says Jo Irene Brooks**
*Patrol Sponsor*
*Lakeview Elementary School*
*Pueblo, Colorado*

DO YOU already have a patrol organized in your school? Do you want a school-wide safety program? But does the total job look too big to tackle immediately? Then start with what you have and branch out.

This advice arises out of my own experience. It may not be the only way to organize a complete and integrated school safety program. But it does get you started toward your goal.

Last summer I took a course at the University of Colorado. It was titled "Community Resources in the Elementary School"; planning a safety program for our school was an essential part of the summer's work. In the planning one fact became evident. We needed more instruction for child safety on a school-wide basis.

Where we could start to organize such a program presented a problem. But the course suggested one such solution . . . community resources. And the fact that I was already patrol sponsor suggested a second. Safety assemblies for the entire school could give essential information on safety in many areas to all our boys and girls quickly. The community held the individuals with the information to make the assemblies effective and authoritative; the already-organized school patrol offered automatic student participation.

First I divided the subject of safety into seven categories . . . one for each of the first seven of the once-monthly assemblies I would have during the year. Then I contacted members of several local agencies. Would they provide guest speakers for these assemblies? They were most willing . . . even anxious . . . to do so.

One of the most encouraging things about the entire effort, in fact, was the amount of cooperation I discovered in my school com-

# With Your Patrols

munity. The local Red Cross, for example, offered a number of informative posters and safety check sheets for each child in our school. The city police, fire department, transit company executives separately and readily offered their services. A local physician would be most happy to cooperate. And the school district visual aids department would furnish a group of safety films, each one selected to fit the particular assembly program.

Members of the school safety patrol readily accepted full responsibility for the assemblies, were well able to act as program moderators each month and to show the films.

By the time school opened last September this line-up was already filled in:

**September:**
Subject: Our Safety Patrol
Guests: Boys and girls of the school patrol
Film: "Safety Patrol" (General Motors) 10 minutes

**October:**
Subject: Street Safety
Guest: Captain of the city police
Film: "Safety To and From School"—10 minutes

**November:**
Subject: Permanent Injury from Unsafe Practices
Guest: Local physician
Film: "To Live in Darkness"

**December:**
Subject: Bus Safety
Guest: Bus driver from the local transit company
Film: "Safety on a School Bus"

**January:**
Subject: Home Safety and First Aid
Guest: Captain of first aid, fire department
Film: "Safety Begins at Home"

**February:**
Subject: A Safe School
Guest: The school nurse
Film: "Safe Living At School"

**March:**
Subject: Safe Playground Practices
Guest: School physical education instructor
Film: "Playground Safety"

For the last two assemblies of the year, April and May, I drafted special plans. The April assembly, I planned, could feature intermediate grades of our own school in original safety plays and skits. (By this time the stress on safety throughout the year should have paved the way for some young originality on this subject.) And in May we will stage a safety poster contest, with the safety ideas gleaned from the earlier assemblies put into poster form, again by the intermediate grades.

As you read this, our planned year of programs is still in progress; the total effect is still to be discovered. But the September assembly alone . . . the first try . . . evoked compliments from the other teachers in the school. It was also enough to excite the patrol boys considerably on their continuing role in the monthly assemblies. And when you achieve initial excitement among both students and teachers on the subject of safety in your school, you have made at least a significant start toward the goal of a comprehensive, school-wide safety program●

☆ *imagination . . . initiative . . .*
*the wisdom to look within her own school . . .* ☆
*the courage to ask for assistance from the community . . .*

☆ *all these proved effective in producing a year-long series of safety assemblies for this elementary school teacher and her charges*

**forum-in-print**

*We posed this problem for experts in the school transportation field as well as for other traffic authorities:*

*It is common practice to teach school children to cross the highway in front of the school bus from which they have just alighted. This is the only traffic situation in which this practice is considered correct. Do you consider this to be good or bad safety education in view of general traffic procedures?*

# WHERE SHOULD THEY CROSS?

L. S. HARRIS
*Executive Director*
*American Association of*
*Motor Vehicle Administrators*

It is true that the practice referred to is contrary to that ordinarily applicable to persons alighting from an intercity bus stopped on the open road. Here wisdom dictates that persons desiring to cross the highway should wait until the bus has proceeded.

The question presumably is not intended to apply to buses stopped at intersections controlled by stop-and-go lights. At such intersections, if a bus has stopped on the near side of the intersection, the place for all persons to cross, on the green light, is on the crosswalk, in front of the bus if it has not already proceeded.

But the school bus presents a special case in that it is, or should be, equipped with flashing lights, and the law in most states, as in the Uniform Vehicle Code, requires all other vehicles traveling in either direction on the same roadway to stop and remain standing while the special signals are in operation. The pupils needing to cross the road should cross while the school bus is still there and pass in front of the bus so that the driver can see them and keep his signals in operation until all the children are across in safety.

If this special protection is not provided for school children . . . especially very young children (whose parents would not leave them at home without a "baby-sitter") . . . it might be very hazardous for them ever to cross some of our heavily traveled roads.

As a part of the safety education program, a child should be taught at the appropriate time that the special protection afforded him while using the school bus will not apply when he is using other buses and he must then exercise the same precautions adults are expected to use.

If this procedure and practice are not ideal from every standpoint, what is the alternative? With this procedure, young children riding on school buses will be given the most effective protection possible. And even though the practice will require some readjustment in their thinking and habits later, this will be necessary in relation to other things also. It may seem like a good idea to encourage young children always to think and act as adults should. But it is much more important that they live to be adults!

**MICHAEL J. HAGGERTY**
*Supervisor, School Transportation*
*State Department of Education*
*St. Paul, Minnesota*

The school bus driver is responsible for the pupils during the time they are on his bus. This responsibility commences at the time he picks them up at their home loading station in the morning and continues until he discharges them at the school . . . and again when he takes them from school to their home loading station in the afternoon.

The greatest percentage of the total of all pupil station stops are in areas without sidewalks or curbs, making the right half of the traveled portion of the highway the principal area of use for the receiving of pupil passengers. By having pupils cross the highway in front of the school bus, the students are in the best possible "eye contact" area for them and the driver. The driver can remain in his normal driving position and while using the safety devices of his rear view mirrors control the safe movement of the pupils crossing in front of the school bus under his watchful eyes.

Pupils riding school buses range from kindergarten to high school age. It is my opinion that while they are under the supervision of the driver they should be within the span of his vision. The driver must be alert to his responsibility and exercise caution every second for safety. Even though his bus is of a special color and has the stop order arm with flashing red lights telling the traveling public "this vehicle is a school bus," the bus driver must exercise extra caution. Too many motorists show no respect for our school buses. If the driver of the school bus is to be responsible for our transported pupils, then the procedure had better be the kind he can execute safely. We have no children to spare!

**RONALD W. COX**
*Assistant Division Chief*
*Public School Administration*
*State Department of Education*
*Sacramento, California*

A school bus driver is responsible for the safety of the pupils he transports. To provide maximum safety, the pupils must be under his surveillance at all times. For this reason, the practice and requirement has been adopted and children have been taught that it is correct to cross the highway in front of the school bus from which they have just alighted.

Crossing the highway before boarding or after alighting from a school bus is one of the greatest . . . if not the greatest . . . exposure to hazard experienced in school bus operation. Injuries received from such exposures are more often fatal or severely critical than those sustained in any other type of school bus accident. Extreme care and the adult judgment of well-trained school bus drivers are necessary to provide the maximum safety to children. This care and judgment may be exercised only when both the children crossing the highway and the oncoming and approaching traffic are within the line of vision of the driver. By passing the children in front of the bus, adequate control and direction of their movements may be exercised.

California has adopted the additional requirement that the driver of the bus shall not permit the pupils to be loaded or discharged from the bus to cross the highway until they may safely do so. Further, the driver shall escort pupils attending elementary schools across the highway and shall, if necessary, escort other pupils across the highway. Since the December 1953 adoption of this requirement, there has not been an injury in the state due to this type of hazard.

The practice of passing children in front of the bus when highways must be crossed is not only good practice; it is actually necessary if adequate precautions are to be taken to provide safety for children.

**W. T. EDGREN**
*Director, Div. of Transportation*
*State Department of Public Instruction*
*Des Moines, Iowa*

The primary responsibility of the school bus driver must be the safe transportation of his passengers from home to school in the morning and back again in the evening.

All of his passengers are children, many of them of very tender age, who cannot be relied upon in all circumstances to take the necessary precaution in crossing the highway after leaving a school bus.

All children transported by school bus must be fully aware of the behavior required of them and should be constantly reminded by the bus driver.

Forty-two states now require both meeting and following traffic to stop when a school bus is stopped on the highway to pick up or discharge pupils. Thirty-seven states give the school bus driver the responsibility to check the traffic and to signal the pupils who must cross the highway that it is safe for them to do so.

Correct procedure in Iowa requires the children leaving the bus (outside business and residence areas of cities and towns) to do so in an orderly fashion, pass in front of the bus, pause at the left front fender while checking the traffic in both directions for themselves and until signalled by the driver to proceed . . . then to cross the highway directly and without delay. It is important that each child is also taught that he has a personal responsibility to keep a wary eye out for any motorist who may not stop even though required to do so.

High speed traffic in rural areas, sometimes exceeding 70 miles an hour, presents an entirely different situation than that presented by controlled traffic in business and residential areas of cities and towns. It is essential that measures be taken to protect rural children from the dangers involved. I believe the procedure here outlined is right for the situation it is designed to meet. I know of no instance in the state of Iowa in which rural school children have been injured crossing the highway after leaving the school bus when this procedure has been followed.

**M. G. OSBORNE**
*Chief, Bureau of Field Financial Services*
*The State Education Department*
*Albany, New York*

The first responsibility of the board of education of a school district for its transported children is to prevent them from being injured, maimed, or killed. It is general practice to transport on the same bus children of varying ages. For this reason, safety procedures must be geared to the younger children.

When children are crossing the highway in front of the school bus, they are in view of and under the control of the driver. He has the opportunity to determine when it is safe for them to cross and can so signal the children.

While this procedure, on the surface, might indicate that the children are not being trained to protect themselves, the safety education program associated with the transported children in each district *teaches them that each one is his own best protector* while, at the same time, creating the physical situation which protects them.

I feel that the present practice is good safety education, in spite of the fact that as these children become adults they will need to follow a different procedure when dealing with the general traffic.

School districts could not conscientiously leave a group of 60 or more children on the curb to cross at their own risk after the school bus has gone on its way. The flashing red light law which has become almost universal intends that children shall cross with the protection of the bus and the driver. In some states the legislatures have required by law that children cross in front of the bus *under instructions from* the driver.

**DAVID W. ZIMMERMAN**
*Asst. St. Supt. in Finance and Research*
*State Department of Education*
*Baltimore, Maryland*

Most school bus passenger fatalities have been younger pupils who were struck by an oncoming car while they were crossing the highway to board or after alighting from school buses. For the most part these fatalities have occurred when the children have been left on their own without parent or a representative of the school acting "in loco parentis."

The practice of teaching school children to cross the highway in front of the bus from which they have just alighted is fast becoming a uniform traffic procedure throughout the nation. At the same time, it is in keeping with the commonly accepted principles of early childhood education. At an early age children learn under careful guidance and direction. They should not be expected to give correct response to the complex traffic situations requiring the mature judgment of an older person. In such instances someone acting "in loco parentis" is an absolute necessity. Young children should not be subjected to the hazards of our heavily traveled highways.

In our metropolitan areas, every busy street intersection is guarded by a uniformed traffic officer to protect all the people, young and old alike, who are crossing the streets . . . and to keep vehicular traffic moving in an orderly manner. In many cities it is becoming accepted practice to use crossing guards at busy street intersections in the school neighborhood. Are the lives of the children who must ride the school buses any less valuable? Thus we must reach the inevitable conclusion that it is good safety education to teach school pupils to cross the highway in front of the bus from which they have alighted.

**GEORGE C. BOWERS**
*Director of Field Service*
*Traffic Division*
*International Association of Chiefs of Police*
*Evanston, Illinois*

At first glance it would appear that the practice of teaching school children to cross the highway in front of school buses is contrary to all good traffic safety thinking. However, if we examine the picture quite closely, we find precedent for this in urban bus operations. Whenever the stopping zone for the mass transportation buses is located on the *near* side of the intersection (and the bus has stopped at a traffic light) you will find pedestrians crossing in front of buses.

The fundamental reason for suggesting front crossings for school children is so that drivers can watch the children and sound the horn or shout at them if there is risk. If they go behind the bus, the children are subjected to traffic approaching from both directions. Or, what is worse, the bus drivers go off and leave the youngsters to cross the road unsupervised.

Front-of-bus crossing is acceptable practice since, in most states, school buses have special stop laws and special signs which do not apply to other types of vehicles. Front-of-bus crossing is even more acceptable in those areas where the laws do not require the opposing traffic to stop for school buses. In these instances it is most important that the bus driver give some supervision to children crossing the highway.

Therefore, we believe that, although it is generally contrary to safe practices, front-of-bus crossing for school children is desirable.

**ALLEN E. HAWKES**
*Director, Research & Safety Promotion*
*State Registry of Motor Vehicles*
*Providence, Rhode Island*

I approve of school children crossing a highway in front of a school bus from which they have alighted only if the bus is a regulation school bus and if the law requires all vehicles approaching a school bus which is stopped to receive or discharge passengers to stop and remain stopped until the school bus resumes motion or the school bus driver signals traffic to proceed.

While being transported in a regulation school bus the child is being safe-guarded, for the bus is a distinctive color and is so marked as to attract the attention of the motoring public, making that public alert to its responsibilities.

Rhode Island law requires the driver of a vehicle meeting or overtaking any stopped school bus, from either direction, to also stop and remain stopped as described above. We require too, that all school buses be painted distinctive school bus chrome and that signs, plainly visible, bearing the words "school bus" in letters at least eight inches high, be on the front and rear of the bus. A sign bearing the words

"Stop when the bus stops . . . the law"

must also be attached to the rear of the bus.

Our school bus stop law is being generally observed. But when a driver fails to stop for a school bus, the bus driver reports it to the registry of motor vehicles. Suspension of a driver's license follows a conviction of violating the school bus stop law; enforcement of this law has been rigid.

With the motoring public fully aware of the school bus stop law and with such rigid requirements as to color and marking of school buses, the bus serves as a barrier of protection to a school child crossing the highway in front of it. It is therefore as effective for safety as is a traffic control light which is red against traffic.

## IS CROSSING A PROBLEM FOR SCHOOL BUS PASSENGERS?

**In 1953, as reported from 30 states listed in the Annual Inventory of Traffic Safety Activities for that year, there were:**

**96 accidents in which pupils were struck crossing the road to board or after alighting from school buses.**

**In those accidents, nine pupils were killed; 93 were injured.**

**For comparison, in the same year and in the same states, a total of 2941 other school bus accidents accounted for only four pupil deaths and 701 non-fatal injuries.**

**Thus, only slightly more than three per cent of the reported school bus accidents (by type) accounted for 70 per cent of the school bus passenger fatalities and almost 12 per cent of the total number of injuries.**

on the playground you can make

# Safety and Fun Synonomous

**Warmer weather will soon bring children back to the school playground for longer periods of time each day. If you haven't already done so, here is how to organize a playground safety program with carryover value for life.**

*by Paul Curtis*
*Health and Physical Education Teacher*
*Logan Elementary School*
*Detroit, Michigan*

EACH year, accidents kill more than 10,000 American children under 15 years of age. Countless thousands are also seriously injured; many are crippled for life. Teachers of physical education should make every effort to help reduce this appalling slaughter of children to an absolute minimum.

How can we? What can we do? Well, if it is fun to play games it must follow that it is fun to be safe as well . . . because we enjoy games only when we follow the rules of safety inherent in those games.

A quick glance at some of the normal traits of young children shows us that the average youngster seeks adventure and excitement. The daring and reckless characters in comics, movies and now on television have become heroes in the eyes of youngsters. Caution and personal safety have not been presented to these young minds in any such interesting manner.

We must admit that safety, in and of itself, can be a pretty dull subject when pitted against all of the influences we have just mentioned. To make things worse, so much safety is preached in terms of do's and don'ts and sta-

1. *Lay out* the playground wisely, with proper locations for the various sections and features, with adequate space for each.

2. *Install* only equipment and apparatus that is well constructed and safe for use.

3. *Inspect* all apparatus, equipment and facilities regularly and thoroughly.

4. *Insist* on a satisfactory playground surface. Once it is installed, keep it in good condition. Moreover, provide landing pits for jumping, under climbing apparatus, and under swings.

5. *Eliminate* all hazards on the playground, such as exposed pipes, projections, loose wires or fences and backstops.

6. *Teach* children correct methods of using apparatus and insist that these methods be followed. Prohibit any misuse of equipment.

7. *Prepare and enforce* simple rules for use of game and free-play areas. Restrict playing of such games as horseshoes and batting of balls to specific areas set aside for them.

8. *Prohibit* animals from the playground and do not permit riding of bicycles and scooters. Also prohibit such dangerous practices as climbing on fences, buildings, or swing frames. Do not allow children to bring bottles, especially into sand areas or wading pools.

9. *Be vigilant* in enforcing safety rules and in preventing dangerous practices. Wherever possible, enlist the cooperation of the children themselves, perhaps through organization of a "playground safety squad."

GENERAL SOURCES OF ACCIDENTS ON THE PLAYGROUND:

*You (or someone on the school staff) should look out for:*

- broken glass, protruding nails, wires, tin-cans and the like
- congestion of activities
- children attempting activities not adaptable to the grounds
- pools of water which cause slipping
- neglect of the first aid kit
- paved play surfaces

*You should teach children not to:*

- leave dangerous objects on the grounds . . . whether junk, bottles, boxes, fruit skins or the like
- ride bikes across grounds
- indulge in unnecessarily rough play, in tripping or pushing
- climb fences, trees, shelter houses
- bring dogs on the grounds
- use apparatus slippery from rain
- run off the grounds and across the street
- throw stones or other objects

SWINGS:

*You (or someone on your staff) should watch to see that:*

- there is efficient and frequent examination of swings; and that oiling and bearings are not neglected
- swings are not thrown over the frame to shorten them

*You should teach children not to:*

- push swings, whether occupied or unoccupied
- jump from a moving swing
- run, chase or play between, around or under swings
- swing two at a time
- climb on the swing frames
- twist or sway sideways on the swing
- swing too high, causing the chains to slacken or yank
- stand on swings
- face in opposite directions while swinging
- swing with face, instead of back to sun
- play other games too close to swings

**WHAT YOU CAN DO AND TEACH YOUNG PEOPLE TO DO . . .**

tistics that the average person, not to mention the average child, is left quite cold.

Let's return to the first concept: that safety is fun! This idea that fun and safety go hand in hand might very well be fostered and developed in many ways on the school playground. However, there are several basic considerations that should be kept in mind:

First: it's impossible to eliminate every hazard. We live in a complex and fast moving world. We must help children to adjust to the hazards which surround them every day, and which may vary from hour to hour and day to day.

Second: we can't expect to put old heads on young shoulders. My five year old son hasn't the maturity to realize how much suffering, tragedy and heartache an accident can cause. Yet as my son grows and comes into contact with sincere teachers who consider safety an integral fact of their subject matter the chances are good, I think, that some of this attitude will rub off onto my son.

Just how can safety be made interesting on the playground? Let's put our imagination to work. Here's one method which may suggest others:

The simple sand-box provides opportunities for youngsters to build a city . . . with streets, houses, cars, improvised cross-walks, traffic walks, sidewalks and the like. In the building they can discover why each of these is important to personal safety. Thus the activity itself will increase the child's awareness of safety. Many other interesting activities might be devised along these lines. *The secret of the success of the method is in integrating safety education with other types of activities.* It can be done just as successfully on the playground as in the classroom.

Moreover, much of the safety directly connected with use of playground devices today can have carryover value for safe living in general. Courtesy and good attitudes are examples. And films and visual aids can be valuable in promoting these attitudes. The picture, "Play Safe" which we show here at the Logan School is an excellent teaching aid. For this movie utilizes animated characters such as "Pushy Pig," "Giddy Goose" and "Mock Monkey" to display the dangers of bad conduct in

SLIDES:

*You (or someone on the staff) should be sure that slides are:*

- frequently inspected

*You should teach children not to:*

- stand up on slides
- put babies on the slides
- force someone to slide, or push anyone
- slide down backwards
- run or climb up the slide
- play tag on slides
- grab a sliding person, while themselves off the slide

SAND BOXES:

*You should teach children not to:*

- throw sand
- throw blocks used in sand boxes
- drop glass . . . broken or unbroken bottles, for example . . . in the sand
- conceal any hard or sharp substances in the sand

SEE-SAWS:

*You or someone on the staff should watch for:*

- badly cracked or splintered boards indicating worn-out equipment

*You should teach children not to:*

- play on such equipment in need of repair
- jump off without regard for partners
- bump the board on the ground
- stand or walk on the see-saw

SOFTBALL GAMES:

*You (or someone on the school staff) should be responsible for:*

- a fence that is high enough to keep batted balls from crashing through nearby home windows
- providing back stops, screens, or grids, to prevent balls from rolling in the street.

*You should teach children not to:*

- run into the street after a ball
- wear unprotected eye-glasses on the playground. (A suitable eye-shield protects against accidental breakage of glasses which might otherwise cause serious injury to eyes.)
- throw a ball too hard
- sling the bat
- stand on left side of right hand batter . . . very dangerous
- get too close to a batter (children not at bat should stay in the dug-out.)

use of playground equipment and facilities. It can make your safety point to the children far better than you might make yourself.

Can playground safety rules be useful in promoting immediate care on the playground . . . and good habits for the future? Yes, where the children help to work out the rules themselves. For where children have an opportunity to set up their own rules of conduct, after looking at all the facts available, they will more readily abide by the rules . . . they will understand and accept the "ways" and "wherefores" involved.

Thus a school playground safety council might be established. Included could be a boy and girl from the fourth grade through eighth, to assist the teachers in planning and supervising the playground program. This council might be rotated so that a large number of children would share the responsibility for playground safety. Duties of the council might be:

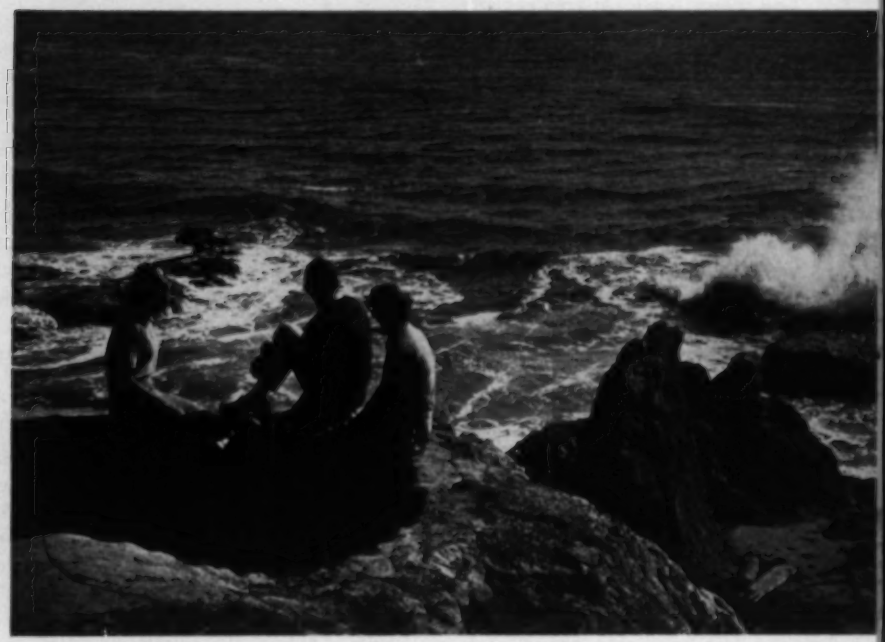
- supervising bikes and bike racks. . . .
- showing smaller children correct use of swings and playground apparatus. . . .
- controlling zone areas for the various activities

As teachers we must never forget that safety education is best taught when our youngsters are learning habits and developing new attitudes. The safety training they receive on the playground and in the classroom can influence their conduct on the street and at home. It may even show up later when they become drivers of high-powered automobiles. Skills are easy to teach, but attitudes and habits may make the difference between recklessness and caution.

But you may ask: what about immediate playground hazards? What are the sources of accidents in this area? I have broken them down into five classes, grouped in each class both the physical hazards the school staff should look out for and those related to the habits and attitudes of elementary school children. In each case the listed hazard implies the necessary corrective action. What is most important to remember is that we can remove the immediate physical hazard but we will do even more for safety when we teach the child to recognize, avoid, and/or do away with the hazard . . . whether physical or personal . . . himself.

# The Big *C* of safety education

**When students are encouraged to engage in on-going safety activities of the college community, you add the big "C" to the three "E's" of safety, wed town and gown in the interest of better accident prevention.**



*This stretch of ocean beach on the new campus of Santa Barbara College presents hazards as well as a picture of beauty. A student safety committee has organized to anticipate such accident possibilities.*

*by Richard Kaywood, Ed.D.*
*University of California*
*Santa Barbara College*

NEVER have the schools and colleges of our country been faced with such grave responsibilities in preparation of students for the personal and social responsibilities of citizenship. The preservation and advancement of democracy demands continued efforts by educators and administrators in the development of curricula and teaching methods. The community school . . . predicated on the concept that the school is a part of the community, functioning within the framework of that community and cooperating with the community in the common objective of preparing youth . . . represents one of the more significant movements directed toward this goal.

An increasingly eloquent volume of literature has appeared during the past few years establishing the basis for and describing the success of the community school. Most authorities are agreed that this school should serve the community and the community should serve the school through an extension of student activities in the communities. This has been accomplished by means of such activities as class trips

and excursions, resource visitors, participation in on-going community projects, use of audio-visual devices, and community surveys.

Teachers of safety have followed . . . and sometimes led . . . this movement, with the result that school safety programs now play a more vital role in the total public school curriculum than ever before. Seldom does SAFETY EDUCATION appear without the story of some teacher and her pupils engaging in a safety project involving the community. Such projects result in effective learning experiences for pupils, teachers, and citizens of the community, as well as in good public relations for all three.

*Another view of the new Santa Barbara campus at Goleta, California, where students are cooperating with the community for their own safety.*

Richard Kaywood wrote this article, in his own words, "in the hope that instructors of safety education in institutions of higher learning would be encouraged to provide their students with opportunities for more effective learning experiences through participation in community safety activities, and at the same time contribute to the safety and well-being of the community." The methods he advocates have evolved from his varied personal experience . . . as an instructor of physical and health education . . . as faculty advisor to the student safety committee of his college . . . as a member of the college administrative safety committee at Santa Barbara . . . as an active promoter of safety councils throughout his county . . . and as a member and vice president of the California Driver Education Association.

Underlying each of these projects one usually finds the principle of contributing to the safety of others. Not only do students gain valuable information and insights into accident problems through these projects, but they also leave behind some tangible evidence that, as a result of their efforts, their school and community are safer places in which to live. In addition, their working for safety in the community while still students, under the dual supervision of instructor and community resource personnel, should pay dividends in term of active support of safety movements and organizations in other communities after graduation.

Actually safety education can become one of the most interesting and valuable courses of instruction for college students. Seldom do students have to be "sold" on safety. Nor do they require any urging to avail themselves of the opportunity of expressing a sense of social responsibility through participation in community safety activities.

Classes in safety education and accident prevention at the University of California Santa Barbara College have utilized this principle of learning for a number of years. Instead of individual pencil and paper projects, which formerly occupied much of the student's time, students are encouraged to engage in on-going safety activities in the community where possible . . . either on an individual or group basis . . . or to develop a project of their own in which the objectives suggested above are incorporated.

For example, one group of students planned a traffic safety exhibition and demonstration for presentation in the lobby of a local theater. A large question and answer board, lit up with flashing lights in orderly sequence, held the attention of movie goers on a Friday evening and Saturday afternoon, while several students invited passers-by to check their reaction time and peripheral vision on psychophysical testing devices. Other students stood by, ready to discuss the significance of braking distance and stopping distance, or speed as it relates to peripheral vision.

Another class sent some of its members to assist the local safety council in preparing traffic counts in connection with its recommendations

regarding a decision on opening a new road leading to the campus. The information was presented at an executive meeting of the safety council, which in turn successfully urged necessary action on the part of city and county officials. Some of these students continued participating in local safety council activities after completion of the one project; a few were even elected to the board of directors of that organization.

In still another case three students from a recent class became interested in campus safety. Our college recently moved to a new campus in Goleta (a marine air field during World War II). With the move Santa Barbara College students and faculty faced numerous prob-

*The beauty of this campus scene is less likely to be marred by accidents to students when the young people themselves work in cooperation with the community for the safety of all.*

lems of safety. There were problems of fire safety in residence halls and other buildings, problems of motor vehicle and pedestrian safety on campus roads and on the 10 mile trip to and from Santa Barbara (which most of us still make daily), waterfront safety problems on campus ocean beaches, plus many others.

Through the efforts of these three students and others a student safety committee took form and began to develop a program for the college in cooperation with faculty and administrative committees. In the process these students arranged meetings with representatives of the California Highway Patrol, city traffic police, college police, local safety councils and other community agencies. They are currently working to solve the parking and traffic problems on campus.

Last semester one student analyzed accident records from city playgrounds as an individual project. He planned to submit a report to the city recreation director as well as to the instructor by the end of the semester. An earlier student had assisted the curriculum director of the local high school in planning a new safety course of instruction for that school . . . a course incorporating all state requirements in this area. Moreover, during the first semester the new high school course was in progress a student from the immediately succeeding Santa Barbara safety education class continued his predecessor's work with the high school instructor, this time to develop special units of instruction for the new course.

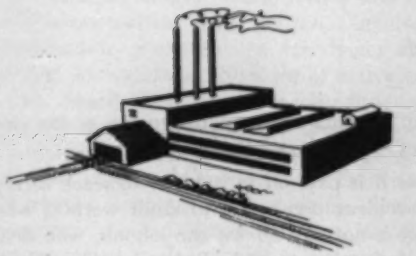
Several years ago one Santa Barbara student who worked part-time at the local YMCA overhauled the craft shop as his project, incorporating sound principles of safety in shop layout and organization. Other students have studied problems of safety in service stations, school shops and laboratories, classrooms and other areas. One group took an active part in planning and running a teen-age road-e-o in cooperation with the local Junior Chamber of Commerce and the police department, while another student studied the psychological aspects of the teen-age traffic violator. He did this by arranging to be committed to the traffic violator's school conducted by the local police department.

In each of these cases the projects were selected by students according to their own interests and expressed needs . . . although in some cases the idea behind a project may have been suggested by the instructor at the beginning of the semester. In each case, students left the college or community, or both, safer places in which to live, and at the same time took advantage of the opportunity to gain worthwhile, memorable experiences. Moreover, since a majority of college students in these safety education classes were preparing to become teachers . . . many of them pointing toward driver education in addition to their regular majors . . . projects such as these served the double duty of developing proper perspectives in future teachers and in responsible future citizens of communities throughout the state and nation.

In short, in safety education . . . perhaps more so than in any other subject area . . . the community can serve as a laboratory for college students while students in turn serve the community. Add the big "C" for community to the three "E's" of safety in your college area . . . for a wedding of town and gown in the interests of better and continuing accident prevention!

# How Schools Can Contribute

## to industrial accident prevention



*by Harry O. Eiken*
*late director*
*Green Bay School of Vocational and Adult Education*
*Green Bay, Wisconsin*

**Last month this magazine published an article by W. C. Van Cleaf of the Allis-Chalmers Company, entitled "Industry Outlines What the Schools Can Contribute." Mr. Van Cleaf's statements had first been presented to the American Vocational Association Convention at San Francisco last December. This month we bring you the companion piece to Mr. Van Cleaf's remarks, as prepared for presentation to the same December audience. We regret to report that the author of this article passed away just a few days before the AVA convention opened. Harry Eiken's last effort for safety . . . a thoughtful analysis of how schools can and should contribute to industrial accident prevention . . . was read to the audience at San Francisco exactly as he wrote it, and has been only slightly condensed for publication on these pages.**

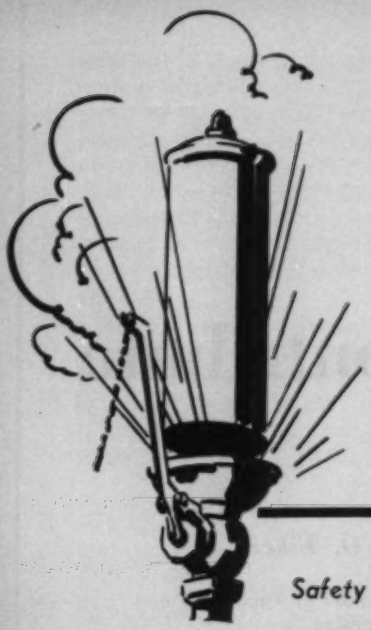
**THE EDITOR**

GOING on the assumption that we as vocational educators have a responsibility for safety instruction, let's analyze briefly the scope of the problem and our own capacity to contribute to its solution.

I am sure we are all aware of the need of doing something about accident reduction. No longer can we take an apathetic view of a problem costing more dollars, causing more misery, and resulting in more maladjustments than war itself.

Most of us have heard speakers say that eight out of 10 who lose jobs after placement lose them because of such short-comings as personality traits, habits, and attitudes. By strange coincidence, leaders in the field of safety and accident prevention come up with much the same shortcomings as the major causes of accidents. They call them indifference, carelessness, poor housekeeping, horseplay, stubbornness, and the like. Doesn't it amount to the same thing?

As vocational educators our major objective is training for occupational competence. To this end we employ the best teachers available. Their trade and occupational competence, however, does not necessarily qualify them either by conviction or competence to teach safety as it needs to be taught. Too often this phase of their instruction is a series of "Do it this way" or "Don't do it this way or it may result in an accident" . . . or a series of safety posters proclaiming do's and don't's.



It is my firm conviction that as vocational educators we need to plan, organize and teach safety and accident prevention in a practical way . . . as part of our total program emphasizing improved habits and attitudes both in work and in relationship with others. [I am convinced also] that we must be willing to invest money in the planning and conduct of this program, realizing that one serious accident prevented will save immeasurably for the individual who might have been involved, the industry in which he is employed, and society as a whole. [Finally, I believe] that since safety is everybody's business, it is our business; that all business improperly planned, organized and run must fail. We must realize that our work force will either be on the payroll or the relief roll and that nothing contributes more to the relief roll than carelessness, indifference, improper habits and attitudes which result in accidents. We will only succeed [for safety] to the extent that we substitute action for lip service and a crusading effort for complacency.

Harry O. Eiken

## *Safety Is Everybody's Business!*

Skills, techniques, and methods are important. But unless coupled with proper work habits, attitudes and personality factors, these skills are not enough. The student needs constructive understanding of why we do things in this way and why we do not do things that way. He will be a safe worker only to the extent that he knows how important it is to avoid carelessness that may result in waste of material, machine and equipment breakage, and upset production schedule. And by the same token he will be a safe worker only to the extent that he knows how important safe habits, attitudes, and carefulness are in preventing crippling and maiming accidents to himself and his fellow workers.

Industry knows that it pays off to teach safety and accident prevention. Collectively this is indicated by their support of the National Safety Council, state and local councils, and their identification with every public and private effort designed to prevent accidents. Individually, practically every business, small or large, employs someone with a definite responsibility to head up a program of safety and accident prevention. Business men know . . . and have records to show . . . that minimizing, reducing, and preventing accidents pays off. It shows up in curtailed costs for waste, machine and equipment breakage, and upset production schedules and, as a result, improves their competitive status. Reducing disabling accidents also reduces the cost of insurance coverage to the industry . . . and reduces our contribution in the form of donations and taxes for alleviation of suffering and maladjustments to the victims of accidents and their families.

Now if it pays off in industry to teach safety and accident prevention to adult workers why should it not pay off for the schools, who deal with formative youth? Industry, through its safety and accident prevention program, has proved that sound leadership and training does result in teaching adult workers safe habits and attitudes. Certainly if it is important to industry to teach safety on the job, it is equally important for the schools to teach safety to students who are going to enter industry as unskilled, semiskilled or skilled workers.

Sure, it is going to cost money and will require a lot of research, direction and planning if we are all going to do our part. But I believe the time is ripe for action. In order to approach the problem successfully, several things will have to happen:

First: teacher training institutions will have to give more attention to content, method, and motivations in the teaching of safety to the people they are turning out.

Second: leaders on the state level will have to recognize that teaching safety and accident prevention is of vital importance both socially and economically.

Third: local administrators will have to justify employment of individuals competent to lead, supervise, and assist in the preparation and presentation of lessons and units of practical significance on the teaching level. These lead-

ers must also have the ability and capacity to secure the cooperation and united approach of all teachers in the system to the solution of the problem.

Fourth: it will require a closer association on the part of school people with those who lead or participate in accident prevention programs of industry and other public agencies. This should not be too difficult when we can draw on the support and help of both management and leaders in safety who are convinced of the social and economic values of accident prevention.

With apologies, may I present our own school as an illustration? Personally, I am proud of the fact that the Green Bay School of Vocational and Adult Education has been placed on the National Safety Council Honor Roll for the 10th consecutive year. Criteria involved in determining placement on this honor roll includes an evaluation check list of activities pursued. Standards to be met become progressively more exacting, with added specifications required after the first three years, and again at the end of the first seven years. To attain this distinction requires a lot of doing. For us, it required the unanimous cooperation of the entire school staff and had to come as a result of a conviction on the part of all staff members that it was worth while and that it actually contributed to improve the habits and attitudes of the student personnel.

At the outset, Honor Roll qualification meant that someone with zeal, initiative, and enthusiasm had to accept and assume leadership. Such a man we found on our staff. At the outset and since, it has meant that every member of the school staff and personnel has had to accept assignments and responsibilities in connection with the total program. Trade and industry teachers are constantly re-evaluating equipment and facilities in terms of insurance carrier and our state industrial commission standards of safe practices. In this connection, it has been surprising to note how easy it has been to sell the Board on the idea of eliminating outmoded and obsolete machines and equipment and having them replaced by more modern, safe equipment when we point out the hazards involved in their operation.

These teachers also have the responsibility of knowing the methods, practices, and means utilized in their particular occupational field to prevent accidents. This is done through plant visitation and use of advisory committees. It is their responsibility to prepare units and lessons designed to teach both how and why safe operation and techniques are important.

Related subject teachers also participate in the many phases of safety, and the instructor directing the total school program has, in addition to this responsibility, a teaching unit covering a 45 minute period per week throughout the year. This unit includes all phases of safety and is motivated by movies, slides, guest speakers from industry, traffic, and health departments, as well as by study, discussion and analysis of accidents occurring to students in school, at home, on the job, and off the job.

Our students are organized into committees with specific responsibilities for preparing programs, assemblies, skits, safety items and slogans for the school paper, and posters or bulletin boards and classroom activities. They also elect representatives to a student safety council which sponsors such activities as inspection, fire drills, and special programs.

In addition to the regular safety program, the school cooperates in the field of safety and accident prevention within the community. We conduct adult classes for foreman, as well as for workers, in industry. We conduct a driver education program for adults which includes classroom education and testing as well as practical behind-the-wheel training. In this connection we have had 1440 individuals complete the classroom work, and 1130 complete the behind-the-wheel training. And it may be interesting to note that in follow-up surveys of students completing the training only three have been involved in accidents, with only minor property damage noted and slight injuries to one passenger. This is evidence that organized safety instruction pays.

To carry on and keep alive this interest in safety requires cooperation and identification with individuals, groups, councils, and agencies interested in the same problem. In our case this means membership in the National Safety Council, subscribing to their school safety instruction units, and representation at their annual Congress. We hold membership in the Wisconsin Council of Safety, and were recognized by invitation of the Governor to a statewide conference on highway safety. We hold membership and are represented at monthly meetings of the Association of Commerce Safety Committee, which includes some 60 safety and personnel directors from local business and industry. Finally, we have 25 local advisory committees which are helpful both with suggestions and financial support when needed●

## NSC Staff Changes Announced

George C. Stewart, General Manager of the National Safety Council, has announced the following changes in the Council's staff, effective January 1, 1955:

R. L. Forney, Secretary of the Council, has been assigned additional duties as Assistant General Manager for Services, and Comptroller. Mr. Forney has been on the Council's staff since 1927, having previously served as Director of the Statistics Division, and of the Industrial Department.

W. G. Johnson, Manager of the Membership Department since 1946, was named Assistant General Manager for Programs. Mr. Johnson has been with the Council since 1937, having formerly served as Director of the Statistics Division, and of the Program Department.

Duane Pickerell, a staff member since 1946 and Assistant Manager of the Membership Department since 1948, was named Manager of the Membership Department.

H. W. Champlin was named Assistant Manager of the Membership Department, and will continue as Director of the Advertising and Exhibits Division, which was made a division of the Membership Department. Mr. Champlin has been on the staff since 1948 and formerly served as Director of Membership Service Extension.

●

## Industrial Dept. Head Announced

David L. Arm, dean of the School of Engineering at the University of Delaware, has been appointed manager of the Industrial Department, NSC.

Mr. Arm became dean of the School of Engineering at the University of Delaware in 1946 after extensive teaching and administration experience at Iowa State College, Purdue University and Lafayette College. He received his own degrees at Lafayette.

In addition to his teaching experience Mr. Arm has worked in industry with Ingersoll Rand Company and the Pennsylvania Power and Light Company. He has also served in a consulting capacity for a number of industrial organizations and the U.S. Navy. He is a member of the American Society of Mechanical Engineers, American Society for Engineering Education, and National Society of Professional Engineers.

# NSC Lesson Units Come Alive

TAKE one lesson unit. Add the imagination of members of your student safety council. Watch the results.

It's an idea for you . . . one that is working at Academy High School in Erie, Pennsylvania. For example:

Last year high school lesson units published in the February issue of this magazine and used throughout the nation developed the theme that thoughtful conduct and respect for regulations are important to safety, outlined the characteristics of one "Joe the Jokester," who obviously lacked the qualities of courtesy and cooperation. Academy High students picked up the idea, outlined their own character, named him "Hanky Pranky" and built a school bulletin board around him. The idea worked so well, they repeated it this year, focusing attention this time on "Ruthless Richard." This year, too, they took the project one step further.

Lining up a group of cooperative fellows, safety-conscious Academy High students posed them going through exactly the maneuvers that mark a "Ruthless Richard" on their high school premises. Added to the school bulletin board, the four photos made the point for good conduct and cooperation far better than a directive from the principal's office could have done.

"We've reproduced the 'Ruthless Richard' bulletin board and the four photos here . . . to extend the Erie lesson to all high schoolers of the nation. Suggestion: post the facing page on your school bulletin board, to ask young people in your classrooms the questions that appear there.

P.S.: This magazine (and the authors of our lesson units) are pleased to see ideas in our monthly material put to work in this fashion. If your students are making similar use of lesson unit suggestions, let us know about it. If they haven't done so to date, suggest it now . . . as a way to make safety lessons come alive in your school halls●

## *Recognize Yourself Here, Richard?*

▸ Do you indulge in horseplay at the drinking fountain?

▸ Is horseplay your idea of proper conduct in the auditorium?

▸ Do you go up on the "down" stairs . . . just to be "different" . . . because it's "more convenient" . . . or because "rules are made for the other guy"?

▸ Do you consider the hall monitor a convenient center for school gossip?

If you recognize yourself in any of these photos: chances are good you are a "Hanky Pranky" or a "Ruthless Richard." Which makes you a source of constant irritation to your companions if not also, unfortunately, a hazard to the safety of yourself and your friends.

**teacher . . .**

**to child . . .**

**to home safety . . .**

**Care in the home, by the entire family, can be stimulated effectively through varied safety education at school. But teachers must be trained to develop a program of pupil participation in this vital area.**

*by Jess Rathbun*
*Coordinator of Industrial Arts*
*San Francisco Unified School District*

SAFETY in the home is one of the most vital and most timely problems that we as citizens, parents, and school people have to face. The problem is easy to identify and fairly simple to define; however, there are no ready-made solutions.

We feel safe in the home. We like to have our children at home because we feel that they are safe. When we as parents say "no" when Johnny asks to go up the hill to play, undoubtedly it is because of the fear that he will get hurt. We are careful not to let the children go where there might be danger. But the home isn't safe either. It is one of the most hazardous places in the child's normal environment. Perhaps this is because more hours are spent in the home. However true this may be, there is still little comfort in having accidents in the home.

How dangerous is the home? In 1953, according to *Accident Facts,* published by the National Safety Council, there were 29,000 persons killed in homes through accidents. More than 6,000 were children under four years old. Twelve hundred fifty were five to 14 years old, 750 were between 15 and 24, and 2,000 between the ages of 25 and 44. Deaths from home accidents tend to increase in the older age brackets.

Statistics also provide us with information relative to how people are killed in home accidents. Fires, falls, firearms, poisons, and other identifiable causes take a high toll.

Thus we know that home accidents are a leading cause of death. We know what hazards are in the home. We know what age groups are hardest hit. We know the causes of home accidents. And we know in a large measure how to prevent home accidents. Still, in spite of all we know, home accidents continue to be a leading cause of death in all age groups.

Most parents, and I dare say most school people, do not get overly excited about home accidents. We get excited about epidemics such as polio. Yet the deaths from polio are far less than from home accidents. When an epidemic threatens a community, its entire preventive forces are mobilized to combat it. School schedules are changed, community life is adjusted to the threatened situation. But people just do not get excited about the toll taken by home accidents. Perhaps this is because accidents are things that happen to other people.

The problem is one for education but it is not limited to education in terms of facts. Parents know what the hazards are and in most situations take the necessary preventive measures. The problem is one of attitudes and habits. We in education know that long intensive education is necessary to change habits and attitudes. This presents a real challenge in itself. But this is only part of the total problem. To educate for safety in the home, we must educate all the people in the home. If the efforts of the school are to be effective, there must be some way to reach the people in the home.

The child is, of course, one means of reaching parents and other members in the home, and this is the natural avenue for the teacher to use. But there are many community resources that the teacher might also use. For example, the newspapers, radio, and television are direct means of stimulating home safety practices. The health department, the safety council, fire and police departments, and similar agencies, can readily extend their influence into the home. The point is that parents and others in the home must be reached in some effective way.

Dealing with the children in the school is one most effective method of teaching safety in the home because children live in the home, and also because their interests and activities in school influence all members of the home. Generally speaking, parents are keenly interested in and anxious to share the child's school experiences. What techniques are effective in the teaching situation? It should be said here that adding a course to the school curriculum in safety is not the answer. A unit of instruction in an existing course isn't the answer either. Safety is a part of every experience. Safety education should be a part of all education. Emphasis on safety fits into every subject area throughout the entire school year.

We know enough about educating people to know that education must be in terms specific. For example, general reference to home hazards and safety practices is not likely to get results. We must think of accident prevention in specific situations, such as accident prevention around the Christmas tree, accident prevention with firearms, from falls, poisoning, and the like. Only in terms of specific situations does accident prevention become meaningful.

Use of seasonal occasions takes advantage of teaching safety in specific situations. For example: safety during the Christmas season, safety with kites, safety with animals, safety during icy weather. Fortunately, there is an abundance of good material available in many specific areas.

It is necessary to stimulate children to actively participate in learning situations involving emphasis on safety. Drawing, creative writing, visual aids, puppet shows, dramatizing plays, pantomime, and similar activities should include safety. Class projects, surveys, individual exhibits, utilizing personal experiences, use of check lists, and student reports, both written and oral, are examples of techniques which make safety live in the child's normal school experiences.

With the proper guidance, attitudes and habits will develop, as well as a body of factual information on safety.

This all brings us to the problem of the preparation of teachers. Teachers must be trained to motivate interest and develop a program of pupil participation. General areas of training are involved, such as psychology, sociology, growth and development of the child, evaluating the learning situation, and others of a general nature. All teachers get training in these general areas. Teachers are well trained in general and in specific areas. We must be sure that safety in general as well as home safety is one of the specific areas of training. Teaching safety requires a thorough knowledge of the problem, an interest in it, and enthusiasm for it. The teacher must see the problem and know how to organize instructional material in the specific area.

Teacher preparation, then, involves good general preparation for teaching pupils, plus specific preparation in safety—all kinds of safety, including home safety. To prepare teachers, the teacher training institutions must include course work which will prepare teachers to teach safety. The facts need re-emphasizing: preparation for teaching safety must be specific and safety is not a by-product of something else in the curriculum●

★ Two facts need re-emphasizing . . .

★ preparation for teaching safety must be specific

★ safety is not a by-product of something else in the curriculum.

Jess Rathbun

## NEW SAFETY FILMS

Traffic; Driver education

*Teen-Age Violators* (35mm or 16mm sound motion) black & white. 18 minutes. Production date, 1954.

This film deals with the problems of teen-age drivers who commit traffic violations. Aside from describing these violations, emphasis is put on public and school support of driver education programs for young drivers as well as the need for æaching them the laws and rules of the road. Source and availability basis: Mississippi Highway Safety Patrol, P.O. Box 958, Jackson, Mississippi—loan.

Traffic; Child pedestrian

*One Little Indian* (16ıam sound motion) black & white or color. 16 minutes. Production date, 1954. Tv/o.k.

A charming film using clever puppets as actors. A little indian who possesses magical powers and is starred at a theatre takes a walk through the city. His magic is no help to him when it comes to crossing streets and playing; he almost has several accidents. But people are very nice and teach him the rules of safety . . . such as crossing streets *with* the lights, looking both ways to see whether or not cars are coming, not playing in the streets, and not running out between parked cars. Because he is grateful to these friendly people, he gives them seats for his magic show and everyone has a grand time. Suitable for elementary schools. Sources and availability basis: National Film Board of Canada, Ottawa, Ontario or 1270 Avenue of the Americas, New York 20, N. Y.—purchase. Television prints are available for rent from Sterling Television Company, Inc., 205 E. 43rd Street, New York, N. Y.

General; Child safety

*Too Young to Burn* (1[illegible]mm sound motion) color. 27 minutes. Production date, 1954. TV/o.k.

This film explains to parents how they can teach fire safety to their pre-school age children. It is based on the philosophy of a nationally known pediatrician, states that fire safety is a behavior pattern—a way of life—and is best established in the very young child. Scenes show how to deal with the child who plays with matches, touches hot things, or starts fires. Suitable for PTA, homemaking classes, and adult groups. Sources and availability basis: Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York 20, N. Y.—rental. Federation of Mutual Fire Insurance Companies, 20 North Wacker Drive, Chicago 6, Illinois—loan.

General Interest; Fire prevention

*Before They Happen* (16mm sound motion) color. 15 minutes. Production date, 1954. While the film deals primarily with the activities of a typical fire department inspection bureau and a day's work in the life of a Fire Marshall, its emphasis is on the necessity of the practice of pre-prevention in the home, in business, and in industry. Some pointers on this practice are given. Source and availability basis: National Board of Fire Underwriters Film Library, Bureau of Communications Research, Inc., 13 E. 37th Street, New York 16, N. Y.—loan.

**"PARKING IS NOW TAUGHT IN THE CLASSROOM"**

**A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, thus eliminating many repeated classroom lessons, with the result that many students are able to park in their first attempt.**

**Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.**

**16 mm Sounds - $50.00**
**(Running time 11 minutes)**

**Also Available on a Rental Basis**
**$10.00 per Week, plus Postage**

**BOND SAFETY PROJECTS**

**Room 101, 542 Calle Sonta Rosa Palm Springs, Cal.**

MARCH
1955

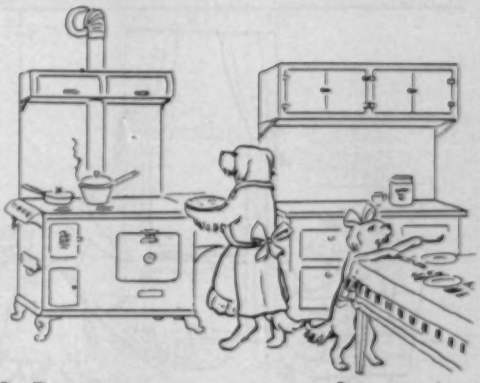
Lower Elementary

# Safety LESSON UNIT

*Sketch S-0203A*

## Mrs. Dog wants her family to be safe at home. This is what they do.

1. Puppy hangs up her _____. Tell why.

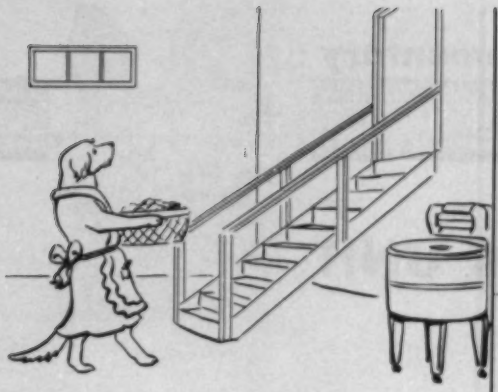


2. Puppy stays away from the _____. Tell why.

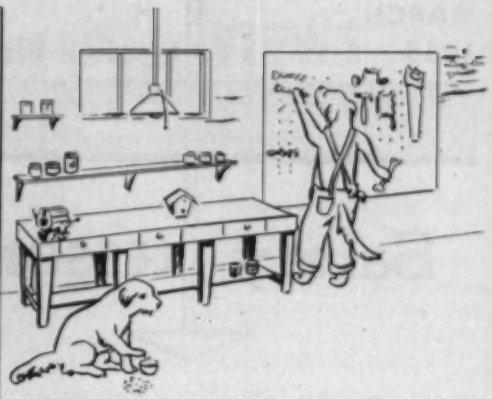
3. Mrs. Dog wipes up _____. Tell why.

4. Puppy does not touch _____. Tell why.

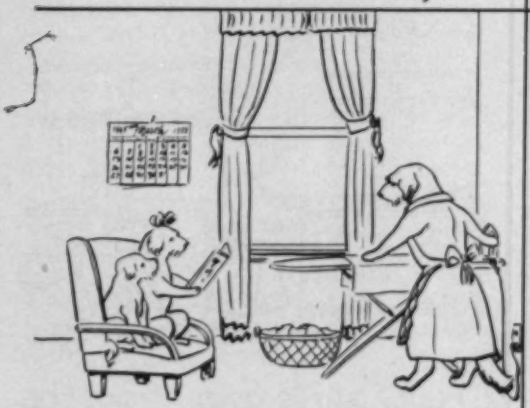
*Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*



5. No one puts things on the _____. Tell why.



6. They always put away the _____. Tell why.



7. Puppy helps take care of _____. Tell why.

8. Puppy never plays with _____. Tell why.

## Things To Do

1. Make or cut out pictures of the rooms in a house. Tell what you must be careful about in each room to keep from getting hurt.

2. Act out what you can do to keep home safe for everyone. Have the other children guess what it is.

3. Make a booklet of cutout pictures with rules, such as: "Pick up" with pictures of pins and needles, toys, clothes; "Keep away" with pictures of stoves, washers, ironers; "Do not touch" with pictures of guns, sharp knives, matches, etc.

Answers: 1, clothes; 2, stove; 3, spilled liquids; 4, sharp knives; 5, stairs; 6, tools; 7, baby; 8, matches, fire.

Sketch S-0203A

MARCH 1955

**Upper Elementary**

# Safety LESSON UNIT

## Safe or Dangerous

Place an "S" before the statement in each group of three that you think is the safest. Place "D" before the statement in each group that you think is most dangerous. Be able to give reasons for your answers.

1. When reaching a high place use
   _____ a. a box on a chair
   _____ b. a stool
   _____ c. a stepladder

2. Stairways should have
   _____ a. lights at the top and bottom
   _____ b. objects placed on the stairs
   _____ c. a white strip painted on each step

3. When you are through playing with toys, you should
   _____ a. leave them on the floor out of the way
   _____ b. put them in a storage place
   _____ c. leave them on the side of the steps

4. If you spill food or liquid on the floor you should
   _____ a. leave it to dry up
   _____ b. see that it is cleaned up
   _____ c. tell the others about it

5. If you are about to fall you should
   _____ a. relax and go limp
   _____ b. stiffen up
   _____ c. keep calm

6. When starting to drive a nail with a hammer
   _____ a. let go between taps
   _____ b. tap lightly while holding the nail
   _____ c. strike hard while holding the nail

*Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*

7. When chopping with an axe or hatchet
   ____ a. keep your feet and legs out of the way
   ____ b. watch out for chips
   ____ c. steady with the other hand the piece you are hitting
8. When handing a knife to another person
   ____ a. pass the handle first
   ____ b. pass the blade first
   ____ c. warn him that it is sharp
9. When washing sharp knives, they should be
   ____ a. washed separately
   ____ b. placed in the bottom of the dishpan and washed last
   ____ c. placed in the dishpan with blades pointing in the same direction
10. When rakes or hoes are laid down for a short while
   ____ a. they should be laid so the handles can be seen
   ____ b. the points and edges should be turned down
   ____ c. the points and edges should be turned up
11. Used razor blades should be placed
   ____ a. in the waste basket
   ____ b. on a high shelf
   ____ c. in a closed container
12. If dangerous drugs are kept in the house they should be
   ____ a. placed on the top shelf of the medicine cabinet
   ____ b. locked in a cabinet
   ____ c. placed where they can be conveniently reached in the dark
13. When medicine is no longer needed
   ____ a. pour it down the drain
   ____ b. put it in a box in the garage until the trash is picked up
   ____ c. bury it in the bottom of a covered trash can
14. When lifting a heavy object to or from the floor
   ____ a. bend both back and knees
   ____ b. bend the back keeping the knees as straight as you can
   ____ c. bend the knees keeping the back as straight as you can
15. When handling electric equipment you should be standing
   ____ a. on a wet surface
   ____ b. on a dry surface
   ____ c. on both feet
16. Disconnect electric appliances by
   ____ a. pulling on the plug
   ____ b. doing it quickly
   ____ c. pulling on the cord
17. A gun should be unloaded and stored
   ____ a. in a corner of a closet
   ____ b. on a high shelf
   ____ c. in a locked cabinet
18. Broken glass should be
   ____ a. wrapped in a heavy paper and placed in the trash can
   ____ b. unwrapped and placed in the trash can
   ____ c. thrown in the garden

## Some Things To Do

1. Make a list of common household supplies that contain poison. Tell the safe way of handling each.
2. Have children with baby brothers or sisters tell of safe practices in the care of a baby.
3. Make an illustrated booklet of safety rules for each room in the house.

*Answers: 1. a-D, c-S; 2. a-S, b-D; 3. b-S, c-D; 4. a-D, b-S; 5. a-S, b-D; 6. b-S, c-D; 7. a-S, c-D; 8. a-S, b-D; 9. a-S, b-D; 10. b-S, c-D; 11. a-D, c-S; 12. b-S, c-D; 13. a-S, b-D; 14. a-D, b-S; 15. c-S; 16. a-S, b-S; 17. a-D, c-S; 18. a-S, c-D.*

MARCH
1955

## Junior High School

# Safety LESSON UNIT

*Sketch S-0204A*

## Your Part-Time Job

**Will You Be Like That?** Look at the boy in the poster picture. He had a very commendable idea — to work at a part-time job in order to earn some extra money. He did not, however, have a commendable attitude—he thought safety was for "other people." Don't *you* get in the same predicament.

### Social Studies Will Help You

Before you start seeking a part-time job, make certain that you know the laws governing labor. There are federal and state laws protecting young people from engaging in the wrong kind of work and from being kept on the job too many hours.

Federal laws are concerned with businesses that operate across state lines. State laws are concerned with businesses that operate within the state. State laws vary—know *your* state laws.

Here are a few items included in the Fair Labor Standards Act.

1. The legal limit in any job is 14 years of age, with few exceptions.

2. Workers 14 and 15 years of age may be employed only under certain conditions.

3. Only certain jobs such as: public messenger service, some manufacturing or processing occupations, etc., may be held by sixteen-year olds.

4. A worker must be at least 18 years old to engage in any of the occupations which the Secretary of Labor has listed as particularly hazardous.

### Get the Information

Work together and find out the state and federal laws. These laws could then be made known to the entire secondary school through an assembly program showing all things necessary to know *before* getting a job . . . legal requirements, physical condition, how to apply for a job, what kind of clothes to wear.

### Be Safe on the Job

After you have secured a job, how long will you keep it? Will you be like the fellow pictured above? Why not learn some of the safety rules now so that you will work safely and wisely? See how well you can do on the following short safety quiz.

### Working for a Store

Fill in the blanks.

Keep aisles _____ to prevent_____. Always stack materials carefully so they won't _____ on you or others. If you deliver merchandise, never enter a house until someone _____ you. Always check for a vicious ____ before entering the yard. Wait until the delivery truck _____ before you get out. If you're delivering heavy packages, be sure that you lift with the large muscles of the ____ and not with your _____.

*Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*

Answers: clear, falls, fall, animals, doe, stops, legs, back.

## Try Impromptu Speaking

Pictured below are eight situations that include on-the-job safety violations. Place eight slips with numbers 1 through 8 on them face down on the teacher's desk. Ask for volunteers to select one of the slips and then speak on the picture with the same number, covering the following. (The talk should last at least one minute.)

1. What safety rules are being violated?
2. What might happen if the situation continues?
3. How can the situation be corrected?

1

2

3

4

5

6

7

8

*Answers: 1.—carry load so you can see where you're going, keep aisles clear; 2.—keep work area tidy, tie up loose hair when working near moving machinery; 3.—remove nails from board, pile discarded boards neatly; 4.—be alert, don't allow child to have dangerous toys; 5.—wear sturdy shoes, keep children away, clean yard before mowing, watch where you're going; 6.—check for warning signs before entering yard; 7.—Don't do work for which you are not hired; 8.—Lift with your legs, not your back—it's safer and more graceful.*

### Evaluate the Speakers

Ask the class to vote on the best speaker in terms of:

A. How clearly did he point out the safety violation?
B. How dramatically did he describe what might happen?
C. How much did he impress you with the need for corrective action?

MARCH 1955

Sketch S-0204A

## Senior High School

# Safety LESSON UNIT

## Your Part-Time Job

**Profit or Loss?**

High school students are always looking for a way to earn extra money. It is typically American to possess a spirit of independence and self-support. Yet with this spirit of independence, a spirit of cooperativeness is necessary for safety. Look at the boy in the picture above. He had the ambition to want to work at a part-time job, but his hospital bill will be larger than the amount he earned. Somewhere along the line he forgot about the necessity for a cooperative attitude in regard to safety.

**Make It Profitable**

Some of you may have a part-time job already. Soon you may be working at a full-time job. In either case, will you work *safely* and profitable? Let's look at some of the characteristics of a good attitude on the job.

**Follow instructions.** Are you the kind of person who listens attentively? Have you ever analyzed just how good listening habits can be improved?

People differ just as much in listening ability as they do in reading, writing, and speaking. Do you have good listening habits? The place to develop listening skill and the ability to follow directions is in the school. Then carry this ability with you to the job. Many accidents have occurred because people haven't listened to directions carefully.

**Check your ideas.** Anyone who expects to get ahead on a job will be looking for ways to improve the efficiency in his area. This is commendable. New ideas, however, should be presented to your foreman before you try them out. His experience and the experience of the safety engineer will catch any hazardous flaws in your plan.

**Dress for the job.** Analyze your job and seek advice concerning the kind of clothing you should wear. Each job requires that you dress for safety. For example, loose clothes, rings, bracelets, and wrist watches should not be worn around moving machinery. Also, girls should be particularly careful to wear head coverings to protect their hair both in regard to safety and cleanliness.

**Take care of yourself.** Don't be a rugged individualist. If you get injured on the job, be sure to get first aid. A cut, dirt in the eye, a twisted ankle, dizzy spells from a hit on the head, or any other injury, no matter how small, should be treated. You won't gain anything by trying to overlook your injuries—and you will probably endanger others by not being able to use your skills to the fullest.

*Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*

### How About Office Work?

Too many times people get the idea that a safety attitude is just for industrial plants, woodworking shops, and construction jobs. This isn't true. A safety attitude in the office is very important. Look at the keen-edged blade of a paper-cutter. See if the water fountain is dripping and making a slippery surface on the floor. Imagine a careless finger under the stapling machine. Note the whirling blades of the floor fans. See if the typewriters are securely fastened, or are they placed temporarily on the edge of a desk where they can fall on your feet? Are scissors left on desks with points sticking over the edge? Got the idea? Yes, safety is an attitude that must accompany every worker if he is to do a good job—no matter *where* he works.

### Suggested Activity

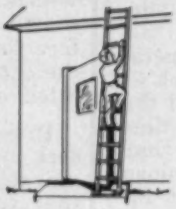
Appoint a committee to confer with speech authorities and consult references in your library concerning good listening habits. Prepare a list of "good listening" rules. Discuss the rules among committee members until they are thoroughly understood by all. Also, prepare two one-minute informative talks on industrial safety. Then do the following:

1. Give one safety talk to a class that hasn't studied your "good listening" rules. Evaluate how well the class has remembered your talk.

2. Instruct a different class in good listening habits. After you're certain the class has understood the listening rules, present the second safety talk the following day. Evaluate the retention of information by the class.

## WILL YOU USE A LADDER?

**Pictured at right are four wrong ways to use a ladder. In all cases the workers chose a metal ladder for strength and put blocks by the foot of the ladder to keep it from skidding. In each case, however, the workers forgot at least two other safety rules that are mighty important. Read the hint by each picture and then list the two safety rules that were violated.**



**1.**

At distance he guessed,
And forgot a guest.

A. _____

_____

B. _____

_____

**2.**

Sparks and Larks

A. _____

_____

B. _____

_____

**3.**

Inches? At least forty-two!
In addition, one hand won't do.

A. _____

_____

B. _____

_____

**4.**

Grease is for the frying pan.
Also, don't try to widen your span.

A. _____

_____

B. _____

_____

*Answers: 1A—Straight ladders should be placed so that the distance from the base to the wall is ¼ of the length of the ladder. 1B—Don't place a ladder near a door or aisle without putting up warning signs or barricades or having a helper hold the bottom of the ladder.*

*2A—Don't use metal ladders when working near electrical circuits. 2B—Don't indulge in horseplay.*

*3A—Ladder used to climb to a platform should extend at least 3½ feet above the platform level. 3B—Use both hands when climbing — hand material and tools up with a hand line.*

*4A—Keep hands and shoes clean and dry and free of grease. 4B—Don't overreach—move the ladder.*

# Dress For Safety With Graubard's

## Nationally Known Safety Patrol Equipment

## "THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well.

Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

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| RAINCOATS<br>White—Yellow—Black | BELTS | BOOTS | BANNERS |
| HELMETS | BADGES | JACKETS | UNIFORMS |
| CAPES | CAPS | LETTERS | CAUTION FLAGS |
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GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

# BULL

*Twenty-six children were injured, five seriously, when this fully loaded school bus careened out of control and smashed into a lone tree just south of Columbus, Ohio, on November 23. The freak mishap occurred when the bus driver attempted to prevent a musical instrument from falling against the steering wheel.*

**pins for pupils . . .**

Pupils of a school in Philadelphia, Pa., wear pins that are colored according to the homeward routes they are supposed to take, under a plan worked out by safety officials, parents, teachers, and the children themselves.

*American Municipal Association,* reporting the program, points out that it is intended to make sure that pupils go home by the safest route. School guards stationed at intersections that have been declared safe wear pins of the same colors as those worn by the children supposed to go home that way. When a guard or traffic officer sees a child wearing a pin of the wrong color, they know that the child is crossing at the wrong intersection and steer him in the right direction.


NOW! GREATER SAFETY AT SCHOOL CROSSINGS

WITH PORTA-FLASH

THE UNFAILING REMINDER FOR THOUGHTLESS DRIVERS

A step forward in combating school auto traffic problems! *Porta-Flash* flashes a caution signal visible for blocks in both directions, in all weather conditions. No driver can miss it! And it's portable . . . . easily handled by young safety patrols; battery powered, quickly recharged for years of service. Take precaution before an accident with *Porta-Flash*.

*Porta-Flash* is the *original*, patented safety signal. SEND FOR FREE FOLDER. Address American Safety Signal Corp., Dept. 203, Elkhart, Indiana

AMERICAN SAFETY SIGNAL CORP.
ELKHART -- INDIANA


**hopes for new teachers . . .**

The American Legion Auxiliary has announced its 1954-55 contest for teachers, entitled "Why I Teach."

Purpose of the contest is to encourage eligible young men and women to enter the teaching profession. A contestant must have completed five years of teaching by June 1, 1955; the essay he writes in answer to the "why I teach" question must be of not less than 250 and not more than 300 words.

The contest period opened December 1, 1954, runs through June 1 of this year. All entries are to be sent to the national headquarters of the American Legion at 777 North Meridian Street, Indianapolis 7, Indiana. There will be divisional awards of a $50 United States Savings Bond to the winning entry in each of five divisions; a national award of a $250 United States Savings Bond will go to one of the five divisional winners.

**"Duffield at a glance" . . .**

Duffield School, Detroit, Michigan, recently issued a guide for teachers and substitutes, listing all essential information on the school. Information is grouped according to type, appears on separate sheets of different colored paper. In addition, chapter headings appear at page edges, making it possible to select and turn quickly to the rules and regulations

# PINS, PLEDGES, PUBLIC SERVICE

on particular matters. Safety appears under three separate listings in the guide; fire and air raid drills receive special mention.

Leo M. Randall is principal at Duffield School.

**Turrell is Pasadena director of child welfare . . .**

Archie M. Turrell has been appointed director of child welfare for the Pasadena City Schools, succeeding the late Claude Hippler.

Dr. Turrell has been associated with the Pasadena schools since 1927. For two decades he handled a series of increasingly responsible posts at Pasadena Junior College; between 1946 and 1954 he was first president of John Muir College. Muir reverted to high school status at the end of the last school year; at that time Dr. Turrell was assigned to the child welfare department.

Dr. Turrell's new position gives him direction of traffic safety for the schools, along with such diverse welfare activities as: home teachers serving pupils who cannot attend school because of illness, continuation high school for working students, a school for the handicapped, a sight and hearing conservation program, speech therapy, disaster preparedness, and a number of other responsibilities.

**home safety check-list**

November 12 teachers in New York public elementary and high schools and in the Catholic schools of that Archdiocese handed out check-lists to their pupils, to be taken home, used by the students and their parents in searching out and eliminating home accident "booby traps."

This was the 11th annual home safety inspection in that area, with 1,095,000 check-lists (41,000 of them in Spanish) prepared and printed by the Greater New York Safety Council for the event. Of 20 questions on last year's check-list, the number of adverse answers to the following ten showed them to be the most common local accident hazards:

*The nationally known National Safety Council slogan is given a new twist in the classroom.*

*(This picture first appeared in the* NEA Journal, *is reproduced here with permission of the Journal and the N.E.A.)*

"Is there a non-slip mat or heavy towel in the bathtub or shower to avoid falls?

"Do you put away all your clothes, toys and hobby materials as soon as you are through using them?

"Do you wear slippers or shoes at all times when walking in the house?

"Do you sit properly on chairs instead of tilting them back?

"Do you have pads or non-slip backing under small rugs and mats to prevent falls?

"Do you keep things out of your mouth which do not belong there . . . like pins, tacks, money, pencils?

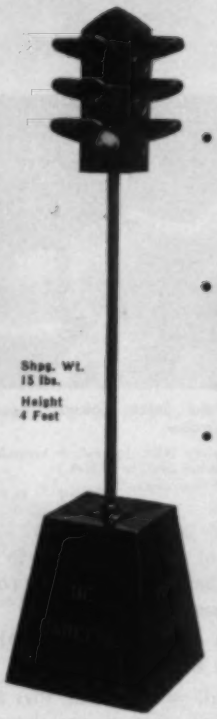
"Do you always use a strong, steady step-stool or ladder when trying to reach high places?

"Is there a light of some kind near the bed so you need not walk and stumble in the dark?

"When you must spot-clean clothing and other articles, do you use only nonflammable cleaners which do not explode or burn?"

MAKE SAFETY TEACHING EASIER with the NEW

# MINIATURE TRAFFIC LIGHT



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Height 4 Feet

- Duplicates actual stop-and-go lighting cycles.
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MODEL 12GA

$39.00

F.O.B. Cleveland, Ohio

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high*, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

Full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

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P.O. Box 2873 • Cleveland 16, Ohio

**Indiana teen-age traffic safety contest . . .**

Three thousand girls attended the Indiana State Sunshine Convention last spring in Wabash, Indiana, with sponsors from 219 Sunshine Societies. Representing some 10,000 teen-age girls, the Indiana Sunshine Society is conducted through the schools as an extra-curricular activity. Sponsors are teachers in local high schools appointed by the superintendent.

The first organized teen-age traffic safety contest program was carried on in the 219 Societies this past year, according to Mrs. Claude Potts, Lebanon, Indiana, dean of the Indiana Sunshine Society.

**holiday issue . . .**

The "Baronette," published by students of the College of Stuebenville, Ohio, has been publishing a pre-holiday traffic safety issue for the past four years. This last December the date of publication . . . December 15 . . . coincided with the nation's first S-D (Safe Driving) Day. The staff of the paper took advantage of the coincidence to combine the two campaigns, came out with a forceful and timely eight page edition. Circulated among all high schools in the area in addition to the college student body, the edition was a practical plea for proper driving during the vacation period then ahead. What's more the "Baronette's" safe driving message was extended to the general public as well, through free distribution on city news stands.

**safety at the University of Illinois**

A fall issue of the *Illinois Alumni News* that

*S-D Day in Sioux City . . .*

*W. C. Yeager, Director of Safety Education, Sioux City Public Schools, reports that the schools there participated in the city-wide campaign for S-D Day safety, accepting the assignment of distributing 16,000 S-D pledges copied after that one suggested by President Eisenhower.*

*On the Tuesday before S-D Day the local Elks Club held a Christmas party and campaign kickoff for safety patrols of the city. Some 1300 public and parochial school boys and girls from Sioux City and surrounding suburbs turned out, took home pledges to their parents. Eighty percent of the pledges came back on the day of the campaign, signed for safety by the people of the community.*

*Additional publicity was given the one-day safety crusade by the green belt safety hostesses and patrol boys who wore "sandwich board" slogans on duty that day. Patrols wearing them in the picture at left are from Whittier school.*

---

came across NSC desks recently also devoted a good bit of space to the subject of safety. Announced in that issue was a University of Illinois booklet on aviation, intended specifically as a new aid to the safety of pilots. Of equal interest to college safety was the feature story on another page of the same issue . . . this one announcing that fraternity hell week had gone the way of raccoon coats.

In the place of hell week at the U of I was "help week." Which meant that most fraternity pledges on the Champaign-Urbana campus need no longer go through such ordeals as prolonged paddling and being abandoned in a far-off cornfield. Instead their initiation ended in good for the community, since it put them to work licking stamps for the Red Cross, and handling other small duties which would aid the underprivileged or handicapped.

**first for Delaware . . .**

The first Delaware Youth Conference on Traffic Safety was held in Dover, at the high school and field house, on November 6 of last year. The well-planned all-day program included student discussion of the role of youth in traffic safety, of traffic legislation, of "hot rods" and traffic safety, of driver education and of student organization of safe driving groups. The statewide gathering was sponsored by the Delaware Safety Council and cooperative agencies; M. R. Darlington, managing director, Inter-Industry Highway Safety Committee was moderator. Governor J. Caleb Boggs extended the official


**LET'S DRIVE RIGHT**

by Maxwell Halsey

Here's a text written expressly for high-school driver-education courses by an eminent authority on traffic safety. LET'S DRIVE RIGHT focuses on *safety*, working toward the development of responsible attitudes and good judgment in young drivers. It's filled with lively drawings, photographs, and diagrams—and interesting, readable text material.

Tests and Teacher's Manual coming soon. "Reaction Time" chart free on request. Just ask for #427.

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Per Dozen ..... $5.00 Lots of 50 .....28c each
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SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen.....$6.00 Less than dozen.....$1.00 each

*Write for our Safety Patrol Circular*
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**AMERICAN BADGE COMPANY**

129 West Hubbard, corner La Salle, Chicago 10, Ill.

## TRADE PUBLICATIONS

**The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.**

1. **Instructional Traffic Light:** Bulletin features an instructional traffic light for teaching safety to primary grades. The traffic light has a full traffic sequence—red to green amber. It is easily operated manually by a child, or the automatic indoor traffic light can be set for automatic motor driver operation. Munn Teaching Devices.

2. **Safety Patrol Equipment:** Illustrated brochure describes belts, rubberized coats and hats, uniform, caution flags, badges, etc. Graubards, Inc.

3. **Porta-Flash:** Folder describes a caution signal for school crossings. Porta-Flash flashes a caution signal visible for blocks in both directions, in all weather conditions. It is portable and can be easily handled by young safety patrols. American Safety Signal Corp.

4. **Portable Parking Board:** Literature describes a parking board designed for teaching the exacting operations necessary to the control of an automobile and the various steps or sequences of parking an automobile. Bond Safety Projects.

5. **Hallway Bulletin Boards:** Circular features Dav-Son cork-back bulletin boards with or without glass fronts. Gummed paper letters and figures for use on bulletin boards are described together with specifications of various size boards. A. C. Davenport & Son, Inc.

6. **Safety Awards:** Literature on badges and pins to be given to students as safety awards. Awards come in metal and pin styles. Williams Jewelry Manufacturing Co.

SAFETY EDUCATION MARCH, 1955

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

| 1 | 2 | 3 | 4 | 5 | 6 |
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Name.....

Title.....

School.....

Address.....

City.....

*School people strive constantly to educate youngsters for safety. But every year some are injured, or become ill. Then, often, it is the Red Cross which takes over . . . as above, during story hour in a hospital. When the Red Cross calls on you for financial help this month . . . answer the call. It amounts to help for the people of your own community.*

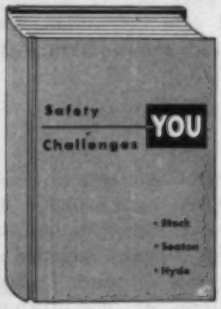
welcome to the young people, immediately afterwards the first session was keynoted by Patricia Priest, daughter of Mrs. Ivy Baker Priest, Treasurer of the United States. Patricia is becoming one of the nation's most popular teen-age exponents of safe driving.


*A Vital Safety Text*

An up-to-date text for Grades 7-8-9 by the authors of "Safety in the World of Today."

**SAFETY CHALLENGES YOU**

*Herbert J. Stack* Director, Center for Safety, NYU — *Don Cash Seaton* Director, Physical Education, U. of Ky. — *Florence S. Hyde* Author of many safety books




A practical, dynamic program based upon the three fundamentals —Skills, Attitudes, and Knowledge — essential to safe living. Six well-organized units insure successful learning and daily applications in everyday situations. With graphs, drawings, photos.

*Write for detailed descriptive folder.*

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*Publishers*
1900 NARRAGANSETT AVE.
CHICAGO 16, ILL.

# PHILEAS FOGG. MEET NELLIE BLY!

ENGINE 93 streaked through Arizona, its eight steel wheels flailing the track. And when the young lady at the controls thought the engineer wasn't looking, she opened up the throttle another notch.

She was Nellie Bly, reporter for the New York World. And she was in a big hurry to reach Jersey City and beat a fictional man in a trip around the globe. The man's name was Phileas Fogg, phlegmatic English hero of a popular novel by M. Jules Verne: *Around The World In 80 Days.*

And beat him she did—in just over 72 days—with only one dangerous incident. A "titled cad" tried to flirt with her in the middle of the Indian Ocean, but even he subsided when she threatened to signal the nearest U. S. man-of-war.

M. Verne cried "bravo!" when he heard her triumph. And all 1890 America cheered. For hers was the authentic American spirit that translates dreams into practical realities.

It's the same spirit that lives in today's 160 million Americans, who—far from incidentally—are the real assets making U. S. Series E Savings Bonds one of the world's finest investments.

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Teacher's schedules are busy ones—checking finished work—preparing new lessons. That's why Safety Education Data Sheets are a necessary aid for simplifying safety instruction.

You can have practical knowledge of common accident hazards—right at your fingertips. Designed especially for teachers, these articles give in compact form, all the information for teaching safety on a particular subject. Each Data Sheet includes available accident statistics, circumstances leading to accidents, basic precautions, along with source material. Two to six, 7x10" pages.

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(39) Bad Weather: hazards, precautions, results
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SAFETY EDUCATION CHICAGO, ILL. MARCH, 1955 Vol. 34, No. 7 Section 2

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